

# Kentucky Department of Education - Course Standards

## Course Standards

**Course Code: 703022**

**Course Name: Elementary Theatre**

**Grade Level: 4-5**

**Upon course completion students should be able to:**



<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>TH:Cr1.1.4</b>	<b>TH:Cr1.1.5</b>
<p>a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.</p> <p>b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.</p> <p>c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.</p>	<p>a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.</p> <p>b. Propose design ideas that support the story and given circumstances in a drama/theatre work.</p> <p>c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work</p>
<b>TH:Cr2.1.4</b>	<b>TH:Cr2.1.5</b>
<p>a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.</p> <p>b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.</p>	<p>a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.</p> <p>b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.</p>
<b>TH:Cr3.1.4</b>	<b>TH:Cr3.1.5</b>
<p>a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.</p> <p>b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.</p> <p>c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>	<p>a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.</p> <p>b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.</p> <p>c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>
<b>TH:Pr4.1.4</b>	<b>TH:Pr4.1.5</b>
<p>a. Modify the dialogue and action to change the story in a drama/theatre work.</p>	<p>a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.</p>

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4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
b. Make physical choices to develop a character in a drama/theatre work.	b. Use physical choices to create meaning in a drama/theatre work.
<b>TH:Pr5.1.4</b>	<b>TH:Pr5.1.5</b>
a. Practice selected exercises that can be used in a group setting for drama/theatre work.	a. Choose acting exercises that can be applied to a drama/theatre work.
b. Propose the use of technical elements in a drama/theatre work.	b. Demonstrate the use of technical elements in a drama/theatre work.
<b>TH:Pr6.1.4</b>	<b>TH:Pr6.1.5</b>
Share small-group drama/theatre work, with peers as audience.	Present drama/theatre work informally to an audience.
<b>TH:Re7.1.4</b>	<b>TH:Re7.1.5</b>
Identify artistic choices made in a drama/theatre work through participation and observation.	Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.
<b>TH:Re8.1.4</b>	<b>TH:Re8.1.5</b>
a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.
b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
c. Identify and discuss physiological changes connected to emotions in drama/theatre work.	c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
<b>TH:Re9.1.4</b>	<b>TH:Re9.1.5</b>
a. Propose a plan to evaluate drama/theatre work.	a. Develop and implement a plan to evaluate drama/theatre work.
b. Investigate how technical elements may support a theme or idea in a drama/theatre work.	b. Assess how technical elements represent the theme of a drama/theatre work.
c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.	c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.
<b>TH:Cn10.1.4</b>	<b>TH:Cn10.1.5</b>
Identify the ways drama/theatre work reflects the perspectives of a community or culture.	Explain how drama/theatre connects oneself to a community or culture.

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<b>TH:Cn11.1.4</b>	<b>TH:Cn11.1.5</b>
Respond to community and social issues and incorporate other content areas in drama/theatre work.	Investigate historical, global and social issues expressed in drama/theatre work.
<b>TH:Cn11.2.4</b>	<b>TH:Cn11.2.5</b>
a. Investigate cross-cultural approaches to storytelling in drama/theatre work.  b. Compare the drama/theatre conventions of a given time period with those of the present.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.  b. Identify historical sources that explain drama/theatre terminology and conventions.